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ABSTRACT

Teaching is seen as comprising six main functions: planning, communicating, providing resources, counselling, assessing, and continuing self-education. An analysis is presented of what is involved in each of these functions, and a checklist is provided to help teachers evaluate themselves. The chapters of this book are devoted to detailed discussions of each of these functions and their component activities, each of which is broken down into specific tasks. Performance checklists accompany each chapter. Advice is given on how to obtain pertinent information, such as how to find out what students are like when making a pre-course assessment of their knowledge and abilities. These self-assessment procedures can be supplemented by obtaining feedback from students and by consulting colleagues. The final chapter provides a number of evaluation instruments in the form of questionnaires that can be filled in by students or colleagues. (JD)

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WHO OFFSET PUBLICATION No. 68

SELF-ASSESSMENT FOR TEACHERS OF HEALTH WORKERS

How to be a better teacher

ED230489

ARIE ROTEM
Senior Lecturer,
WHO Teacher Training Centre,
University of New South Wales,
Sydney, Australia

FRED R. ABBATT
Senior Lecturer,
Department of International Community Health,
Liverpool School of Tropical Medicine,
Liverpool, England

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Arie Rotem

Fred Abbatt

INTRODUCTION

We have talked to many teachers while writing this book. One of the very best was A. A fairly senior teacher, he was well liked by students and the students learnt a great deal during his courses. He was often described as a "born teacher", but he said this was not true.

He told us:

> When I was a young teacher, I made all the usual mistakes and the students didn't learn very much. Of course I had not had any training in teaching so I had to learn by myself. Steadily over the years I have worked to improve my ability as a teacher - and I hope that I will keep on getting better and better until I retire.
>
> When I started teaching I soon realized that one cannot be expert at anything without practice and a systematic attempt to improve. This is true whether one has a lot of natural talent or just a little. So I talked to other teachers about the way they taught. I also asked students what they thought of the way I taught. I even asked them to suggest things that I could do better. Some of my teaching colleagues were horrified. They told me 'the students can't know enough to be able to help', or 'the students won't respect us if we ask their opinion'. But I persisted and over the years I have used the advice and built it into the way I teach now.
>
> Naturally, some of the advice I didn't use. Some of the advice turned out to be unhelpful. But by always looking at the effect of my teaching, I have been able to learn what I can do to improve. Even now I am still working to improve my teaching. It's never too late to learn.
>
> Another thing that I have discovered is that it isn't only the students who benefit - but I do myself. For me, teaching is always interesting because I am always trying different ideas to find out how they work.

This book is based very much on the philosophy that A put into practice. The main parts of this approach are:

- Teaching is an activity involving a number of skills. These skills can be developed and improved.

- Teachers can improve their own skills by critically examining what they do and with what effect.

- Feedback from students and colleagues helps teachers identify aspects of their teaching that can be improved.

- There is no single method of teaching well. Each teacher should adapt his methods to his own capabilities, to the students, to the situation, and to the nature of skills and competencies that are to be learnt.

Therefore the aims of this book are to:

1. Suggest some ways for teachers to assess the effectiveness of their teaching.

2. Stimulate teachers to use these methods in monitoring their teaching on a regular basis.

3. Offer some specific suggestions that teachers may like to use in their teaching.

To this end, this book includes a number of checklists for you to assess your own teaching, and several assessment instruments that will enable students and colleagues to give you feedback.

It is not assumed that you will use all these instruments. What we hope is that you will use at least several of the instruments, that you will adapt some instruments or maybe develop new ones, and above all that you will regularly spend some time thinking about your teaching and how you can improve it.

1. WHAT MAKES A GOOD TEACHER?

To teach is to help people to learn. Teaching is effective if it results in desirable learning. In teaching health care, the fundamental aim is to prepare students to provide effective and appropriate health care. So the question of how good the teaching has been can (in theory) be best answered by finding out how well the student provides health care after the course.

In practice, this approach is not always helpful to the individual teacher. First, learning is not affected just by one teacher. Learning is influenced by many teachers and by conditions over which the individual teacher has little control. Second, information about how graduates perform in practice often reaches the teacher too late. The teacher cannot use such information to help the students affected. Third, information about the effect of teaching alone does not help to improve teaching because it does not tell what went wrong and how teaching should change.

To improve the process of teaching it is necessary to consider the process itself. What do teachers do? How do they help students learn? How can teachers find out what they should do differently? How can they get feedback from others that will help them teach better? These are the types of question we attempt to deal with in this book.

THE IDEA OF SELF-EVALUATION OF TEACHING SKILLS

To assess your own teaching we suggest that you follow a number of steps. The first essential step in self-evaluation is to recognize that improvement is possible for you. If you don't believe that you can improve, this book may not be as useful to you as it could be.

The second step is to become aware that teaching is a complex activity that has many parts. To study your own teaching you will need to become aware of these parts of the teaching process. The following section introduces six primary teaching tasks. The rest of the book is organized around these tasks.

The third step is to decide what aspect of your teaching you are most interested in examining. You may choose aspects that you are simply interested in pursuing or that you feel need most attention at this time. The point is that we would like you to make a commitment to look at those aspects of your teaching that are of greatest interest to you.

The final step involves using the materials provided in this book to make a critical review of what you do as a teacher and the effect you have on students.

1.1 WHAT DO TEACHERS DO TO HELP STUDENTS LEARN?

At the beginning of this chapter we said that to teach is to help people to learn. So anything that helps learning is teaching. This very general statement - while true - is not detailed enough to help you to work out how to teach better. So the whole job of teaching can be divided into parts, or tasks. These include:

- Planning
- Communicating
- Providing resources
- Counselling
- Assessment
- Continuing self-education.

From this it follows that teaching should be thought of as all those activities that the teacher does in order to help the student to learn. The tasks identified are not the only ones into which the total job of teaching may be divided - but their choice represents a useful way of looking at teaching, especially if the aim is to decide how teaching can be improved. Each of the tasks is explained below.

Planning

Planning as a part of teaching involves deciding:

- <u>what</u> students should learn
- <u>how</u> they will learn it (i.e., what teaching methods will be used, where and when)
- how you will find out <u>whether</u> they have learnt (i.e., what kind of assessment methods will be used and when).

In other words, planning involves making decisions about the whole teaching process. Teachers are inevitably involved in planning, at one level or another. They may plan the overall curriculum of an institution or, at the other extreme, they may plan how they are going to teach just one small part of a course within a predefined curriculum. For example, in a course for community health workers the teacher may be told that he should cover the subject "protection of water supplies" and that ten hours are available. Within these limits the teacher has to decide:

- exactly which methods of protection the student should learn about,
- whether the student needs to be able actually to protect water supplies or just draw diagrams and write essays describing protection methods,
- whether the teaching methods will be based on providing information to the students or whether the teacher will use the experience that some of the students will already have had,
- whether the time will be spent on discussions or whether the students will have time actually to protect a spring or well,
- whether the students will be tested at the end of the complete course or whether the teacher will try to find out during the teaching how much the students are able to do,
- whether the assessment of students will be based on written or practical tests.

So, for all teachers, planning is part of their daily life. Clearly, much of the success of a course will depend on whether the planning decisions have been made correctly. Some guidance on this planning process is provided in Chapter 2.

Communication

To communicate means to convey meaning, not merely to talk. The teacher's task is to help students understand the meaning of concepts and to acquire skills. To achieve this the teacher promotes the exchange of ideas with the students and among the students. He provides opportunities for practice and rehearsal, for experience and feedback. Included are such things as:

- telling, explaining, advising
- asking questions
- listening

- leading (or participating in) discussion groups

- demonstrating

- using audiovisual equipment to help in any of the above

- using techniques like role-play, simulation, and games.

The communication process is the part of teaching that many teachers are most concerned about. It is also the part about which it is relatively easy to obtain helpful feedback. For example, one teacher spent a lot of time explaining to his class of medical assistants why, for patients who might be suffering from pneumonia, a general antibiotic should not be prescribed before the necessary tests had been carried out. Yet he found that the students still prescribed such antibiotics. Clearly the communication process had failed.

Failures in communication will also have occurred if students say things like:

"I can't understand what B says. He always seems to use such long words and makes things more complicated."

"That graph had so many lines on it that I didn't know what it meant."

"I couldn't get close enough in the ward to see what Doctor C was doing when he was examining that patient's thyroid."

"What D was saying didn't seem to be the same as he had written in his hand-out."

Communication is at the heart of the teaching process. If it is ineffective, students may not learn at all or will learn much more slowly than if communication is good. Some guidance on communication and some methods of finding out how well you communicate are given in Chapter 3.

Providing resources

The communication process is supported by various resources, which the teacher will have to provide or organize. Health care teachers will use resources such as hospitals, health centres, and dispensaries to provide a

setting for clinical or nursing experience. Homes, markets, and factories in the community will be used as settings for data collection, exercises, and studies of environmental factors affecting health.

Resources can also be people, particularly people in the health service. They are especially important in teaching health care because they will be needed for the students to make full use of all health facilities. They are also important in helping to supervise field studies and in providing special expertise.

Other resources are books, journals, posters, films, self-learning materials, educational exercises, patient management problems, health-centre records.

In many countries teachers feel (quite rightly) that the resources are very limited. However, as a rule, teachers underestimate the variety of resources available to them. Even where there is little money and few of the resources mentioned here, there are always some resources. So the teacher's job is to make the most appropriate use of whatever resources there are.

Teachers should always consider what resources exist or could be made available at little or no cost. Sometimes teachers should develop or adapt their own resources. Some ways of assessing how well you use the available resources and some ideas for resources you might use are given in Chapter 4.

Counselling

Counselling is not concerned with teaching knowledge or competencies; rather it is concerned with helping students to deal with learning or personal problems.

In some schools and colleges there are staff appointed to take this responsibility. A more common situation is that students turn to teachers or other students for help on a less organized basis. Even where counselling is highly organized, students will still tend to seek help from teachers whom they trust, so all teachers are potentially involved. This counselling task is an important part of the overall teaching process, since students with serious personal or general problems are unlikely to be able to learn effectively.

Sometimes, the teacher needs to take the initiative, particularly with students who under-perform. Capable students may fail to reach an appropriate standard owing to bad study habits or extraneous factors (social, psychological, economic). It is also possible that a student embarks on the wrong course of study in spite of the selection process. In all these cases, it is important to find out why students perform at a level below their ability and to help students overcome difficulties that stand in their way.

Teachers may well feel uncomfortable or uncertain when they are counselling. They may not want to be involved in students' personal affairs. They may feel that other matters are more important. They may feel worried about the way in which they listen to students' worries and the way in which they help students to find their own solutions.

Counselling techniques and ways of evaluating your own counselling skills are given in Chapter 5.

Assessment

Assessment involves the design, administration, and interpretation of tests. It is used to provide detailed information on student progress, to certify that students are competent to practise and, most importantly, to guide their learning. This process includes observation of students' performance and examination of their knowledge at frequent intervals.

In some institutions the responsibility for setting and marking the final examination is taken by external examiners or a restricted group of senior teachers. So some teachers might feel that assessment is not their responsibility. However, assessment is an important part of teaching throughout a course. Teachers should always be trying to find out how much students are learning so that they can adapt their teaching to what the students know.

Concerns about examinations and assessment are often expressed when teachers say things like:

"A was a much better student than B, but he hasn't got the right examination technique."

"Even though C passed quite comfortably, I don't think he will be any good as a health inspector."

"I spend my time teaching students how to work with patients, how to communicate and listen. Then they are judged by their performance in answering multiple-choice questions."

"I really don't know whether the students understand what I'm saying or not."

"How could they answer that exam question so badly? I asked them whether they understood and nobody said that they didn't."

You can check how you use the assessment methods and for what purposes in Chapter 6.

Continuing self-education

Knowledge about health and health care is developing continuously. This knowledge is partly to do with understanding the processes of diseases and their treatment, partly to do with methods of preventing diseases and methods of organizing health care services. These developments clearly have implications for what students should learn during their health care training. So teachers have an obvious responsibility to keep up to date in their own field, as well as in trends in health care generally.

Yet it is often the case that teachers do have difficulty in keeping up to date, partly because of limited opportunities, partly because of the competition of other interests and activities.

Some help in deciding how well you are keeping up to date and some suggestions for how you can continue your self-education are given in Chapter 7.

1.2 HOW WELL DO TEACHERS PERFORM?

So far six main tasks of teachers have been described. At this stage you may want to think about whether these tasks correspond to the work you do as a teacher.

A checklist is provided overleaf and you are invited to decide whether you do the following things in your teaching. The numbers beside each item show the chapter and subsection in which more detailed checklists are to be found.

Planning

- ☐ 2.1 Decide what students should learn (prepare learning objectives).
- ☐ 2.2 Put the content in a suitable sequence.
- ☐ 2.3 Allocate amounts of time to different learning activities.
- ☐ 2.4 Select learning activities and teaching methods.
- ☐ 2.5 Choose assessment procedures (including methods and timing).
- ☐ 2.6 Identify resources needed.
- ☐ 2.7 Inform the students about the plan.

Communication

- ☐ 3.1 Tell, explain, advise.
- ☐ 3.2 Help students to exchange ideas.
- ☐ 3.3 Provoke students' thinking.
- ☐ 3.4 Use varied teaching techniques.
- ☐ 3.5 Detect whether students understand.

Providing resources

- ☐ 4.1 Prepare, select, or adapt educational materials (hand-outs, exercises, books).
- ☐ 4.2 Arrange learning experiences, especially opportunities to practise skills (field visits, attachments, projects).
- ☐ 4.3 Involve health service personnel in teaching.
- ☐ 4.4 Arrange access to materials (such as libraries, audiovisual programmes, microscopes).

Counselling

- ☐ 5.1 Show students that you care. Listen and attempt to understand.
- ☐ 5.2 Help students identify their options and make their decisions.
- ☐ 5.3 Provide advice and information that helps students.

Assessment

- ☐ 6.1 Design an assessment that measures how much students have learnt.
- ☐ 6.2 Use the assessment to guide students' learning.
- ☐ 6.3 Use the assessment to give feedback that modifies teaching.
- ☐ 6.4 Use the assessment to decide whether students are competent to provide health care.
- ☐ 6.5 Encourage students to use self-assessment and peer assessment.

Continuing self-education

- ☐ 7.1 Know the subject matter that is taught and where to find relevant information.
- ☐ 7.2 Know the way in which health care is provided locally.
- ☐ 7.3 Set an example as a continuous learner.

Having considered whether you do each of these tasks, you may wish to review the list again and choose aspects of teaching that are of greatest interest to you.

2. PLANNING

B is a popular teacher. His various courses on environmental health are attended by nurses, medical assistants and health inspectors in the College of Health Sciences. Almost all the students enjoy the lectures because B has always been able to make his subject of interest. He uses a joke now and then, and he gives lots of examples from his own experience in the field.

Recently he met one of his former students who had worked as a health inspector for several years and asked him "How are you getting on?". Their families had known each other for many years and so the former student felt free to make some very direct comments. He said "I'm doing quite well now and was promoted six months ago. But for quite a long time I did find it very difficult to do the work I was expected to do. As you may remember, I was a good student, but when I got into the field things were different. In the college I learnt a lot of facts, but when I got into the field I needed to apply them - and I didn't know how. Let me tell you about what happened in the first few weeks. I was inspecting houses down near the harbour to check for mosquito breeding sites and I found one house where the gauze protecting the water was broken. I told the householder about this and told him to put it right. He immediately became very cross and said 'Who are you to tell me what to do in my house? You people from the government interfere too much. It is my business whether I repair the gauze or not.' Now I realize that I approached him in the wrong way, but I went on to explain how mosquitos breed where there is still water and how mosquitos transmit malaria. 'What do you mean transmit? - they aren't radio stations. Anyway mosquitos can't cause malaria.' I ended up by my calling him ignorant and he was very cross and refused to mend the gauze. It was a disaster."

The former student went on "When I thought about it, I realized that we had been told in lectures all about malaria and the life-cycle of mosquitos, but we had not had any practice in explaining these ideas to ordinary people. In the exams we had to talk to examiners - but they are quite different from these people who live near the harbour."

B didn't know whether to be insulted or whether to try to improve his teaching as a result of this conversation. In the end he decided that he did have something to learn and that he would have to reconsider the whole plan of the part of the course that he taught.

This case indicates some of the things that can go wrong with a course - even though students and colleagues may think it is taught well. Preparing the right plan is the most essential step. The plan is based on assumptions that every teacher makes - either consciously or unconsciously. The following form may help you clarify your own assumptions.

COURSE ON . . .

Teaching assumptions:

- That I have to prepare students for the following major professional tasks:

- That in my course students will learn the following competencies needed in courses that follow:

- That students will have learned the following before commencing the course:

- That students will be able to devote _____ hours a week to learning in this course.

- That the following resources will be available to me:

Your assumptions may be accurate, or they may in some instances be false. It may be worth while checking how accurate they are.

B had made some assumptions that were incomplete - for example he had assumed that his students needed to "know about the life-cycle of the mosquito", but he didn't realize that they would also have to explain this to ordinary people. Consequently he didn't give the students an opportunity to practise explaining - he didn't even tell the students how to explain.

These false assumptions can be reduced if teachers plan their courses thoroughly. Overleaf is a checklist of things that teachers can do when preparing for a course. It is for you to decide your own standards and whether each item is relevant to you in your situation.

2.1 DECIDING WHAT STUDENTS SHOULD LEARN

This aspect of planning is at the heart of good teaching. Some teachers will be designing a course starting from a blank sheet of paper. Others will need to work out how a given syllabus will be put into practice.

In making these decisions do you:

☐ Find out where the students will be employed and what jobs they will be doing (both now and in the future)?

This can be done by:

- reading the national health plan, looking at job descriptions, reading professional manuals
- talking with supervisors, former students, practising health workers, to find out exactly what they are doing and what the students need to learn
- observing field conditions to identify what resources are really available
- observing workers in their jobs to identify what kinds of problem they need to solve, what judgements they make, what skills they use (including communication and decision-making skills).

☐ Find out how your part of the course is related to the other parts?

This can be done by:

- listing the knowledge and skills that you assume students will have before starting your part of the course
- finding out whether they have been taught - and whether they have been learnt by all students
- asking what other teachers expect students to learn during the part of the course that you teach.

2.2 PUTTING THE CONTENT IN A SUITABLE SEQUENCE

When the content has been decided you should arrange the ideas and skills in the order in which they will be taught.

Have you arranged them so that:

- ☐ the teaching relates new experience to what has been recently learnt?
- ☐ unfamiliar ideas are presented after the more familiar ones?
- ☐ simpler ideas or skills are learnt before more complex ideas and skills?

2.3 ALLOCATING TIME

When you are planning the amount of time that the students will spend on each part of the course, do you:

- ☐ estimate how much time will be required for the students to achieve competence in each of the objectives (including time needed for practising skills)?
- ☐ compare the times needed for each of the parts with the total time available - then adjust what is to be learnt in line with the priorities?
- ☐ take account of competing demands for students' time (e.g., other courses, travelling, etc.)?
- ☐ take account of the time when other resources (such as laboratories or health centres) will be available?
- ☐ use past experience of the amount of time taken by students on previous courses to achieve similar objectives?

2.4 DECIDING ON LEARNING ACTIVITIES/TEACHING METHODS

Do you think about the kinds of experience that students will need during the course so that they can practise the patterns of thinking and the practical and communication skills that they will use in their job?

In particular, do you:

- ☐ plan to use teaching methods that involve the students in activity - rather than allowing them to be passive?
- ☐ plan to use activities that involve the students in working in the field, with patients or members of the public?
- ☐ plan activities that are sequenced in order of increasing complexity (e.g., if the task were to identify a particular parasite, a sequence might be to identify it from: a written description - a diagram - a photograph - the actual parasite)?
- ☐ choose methods that give plenty of opportunity for students to apply factual learning in problem-solving situations?
- ☐ plan to use a wide variety of methods?
- ☐ plan methods that are consistent with the available time, space and equipment?
- ☐ plan to use methods that you are comfortable with - and that the students are able to adapt to?

2.5 CHOOSING PROCEDURES TO ASSESS STUDENTS AND EVALUATE THE COURSE

When you plan the procedures to assess students and to evaluate the course you need to consider how you will obtain information about the students' abilities, when you will do this, and what you will do with that information.

So when you look at your plan you should ask yourself whether you:

- ☐ decide which are the really important student competencies to assess (i.e., which are the skills in communication and decision-making that are crucial to the students' ability to provide appropriate health care)
- ☐ choose methods that are most suitable for assessing the kinds of competencies that you want to observe (an essay or multiple-choice question is not a good way of finding out whether or how well a student weighs a baby, digs a pit latrine or operates a defibrillator)
- ☐ choose methods that are consistent with the existing rules of the institution and are practical in view of the available manpower and other facilities and resources

☐ plan how the information from the assessments will help students to learn and help teachers to improve their teaching

☐ plan how to assess your own teaching and the course as a whole - both during the progress of the course and after it ends

☐ know what the students are like (this involves knowing what they already have learnt and knowing something of their general experience before the course, how hard they can be expected to work, how well they are motivated, and what they hope to achieve)

Such information can be obtained by:

- interviewing some of the students
- using pre-course questionnaires or asking students to prepare a statement
- using opportunities for informal discussion.

☐ select priorities for what has to be learnt (there never seems to be enough time for students to learn everything that might be useful - so some things have to be left out)

☐ state what students will learn in terms of what they will be able to do (i.e., the tasks they will perform, the kinds of decisions they will make)

☐ select the content that will be needed (this can be done by analysing the the tasks to determine what students should know in order to perform their tasks).[1]

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[1] For a detailed description of "task analysis", see Chapter 4 in Abbatt, F. R. Teaching for better learning, 1980 (available, on request, from Division of Health Manpower Development, World Health Organization, 1211 Geneva 27).

2.6 IDENTIFYING RESOURCES, OPPORTUNITIES, AND CONSTRAINTS

Although this issue is mentioned last it should take place throughout the planning process. It is not worth while to decide to use sophisticated audiovisual equipment that cannot be made available. Equally, there is little point in finding out whether particular equipment is available if you are unlikely to need it. On the whole you should start with the educational goals, choosing methods that will most effectively achieve these goals, then modifying the methods to suit the resources.

However, you should identify the resources available and use this knowledge to explore opportunities that have not previously been fully exploited.

To decide how fully you have identified resources, you should ask yourself whether you have found out about:

- ☐ facilities - rooms (their size, how many seats, whether the seats can be moved, whether the room can be darkened for films or slides, when the laboratories, wards, health centres, outpatient department are available to students)
- ☐ equipment - microscopes, audiovisual equipment such as models, slide projectors
- ☐ people - patients, people in the community, health service personnel, other students who might take a part in the learning process, laboratory and technical personnel
- ☐ support - the administrative and secretarial facilities, technical and laboratory services, educational support services
- ☐ timetable - the time available (both the total amount and the way it is divided up)
- ☐ possible modifications of the plans to make use of the appropriate resources available (especially the resources of the community) and to be consistent with any constraints.

2.7 INFORMING THE STUDENTS ABOUT THE PLAN

Did you:

- ☐ tell students what they are expected to achieve in this course?
- ☐ incorporate students' expectation of the course in your plan (e.g., include in the course issues or activities that are of special interest to students)?
- ☐ discuss with students the methods, learning activities and resources used in the course?
- ☐ find out whether they understand the plan and accept the directions you proposed?

3. COMMUNICATION

Dr C joined our teaching staff after a brief but very successful career in a district hospital. There was no doubt that he knew his subject matter but when he began teaching his students almost revolted. They said that Dr C was talking way over their heads. As one student put it "Dr C knows his material but not his students". Dr C was naturally concerned. He could have thought that the students were not trying hard enough, but being enthusiastic about his new job he decided to find out what he could do to change the situation.

In reviewing his teaching, Dr C was aware that he didn't quite know how to translate his ideas about what students should learn into appropriate educational activities. He then proceeded to find out more about what his students had learnt in earlier courses.

He decided to encourage more participation by assigning study problems before each tutorial so that students could prepare themselves for discussion. He then organized his presentations around the study problems and was pleased to find out that students were more involved and that he in turn had opportunities to find out what they did not understand.

3.1 TELLING AND EXPLAINING

Telling and explaining are central to much of teaching and the extent to which students learn is clearly affected by how well facts are told and areas of uncertainty explained. However, it should not be assumed that the telling and explaining can be done only by the teacher. Other students, books, manuals, and self-learning programmes are all important methods. Nor are telling and explaining limited to facts; all the practical, communication, and decision-making skills, as well as attitudes, will usually need some explanation.

You can check whether you:

- ☐ identify the major points of an argument or the crucial aspects of a procedure and give them emphasis
- ☐ organize the main ideas into an order that is logical and can be followed by the students
- ☐ show the relevance of the facts or arguments or skills to the students so that they will want to learn
- ☐ provide many and appropriate examples and illustrations to make clear what is meant by general statements and concepts

☐ use printed materials (books, manuals, hand-outs) or other self-learning materials (e.g., tape-slide programmes, films) to provide the information or explanation when these are available and appropriate

☐ give students a chance to react to explanations and to assimilate the ideas. This can be done by pausing, asking questions that involve students in applying the information to a new situation.

3.2 HELPING STUDENTS EXCHANGE IDEAS

Much learning takes place when students have to clarify their own thinking in order to explain to other students. Students may also learn better when listening to other students making the explanation. So an important part of the communication task is to help students to exchange ideas.

You can gain some idea of whether you are doing this well by asking whether you:

☐ choose appropriate issues for discussion. An issue will be appropriate if it:

- involves judgement and application of facts rather than just memory of facts
- allows students to use their own experience
- is of interest and importance to students.

☐ stimulate rather than close discussion. This can be done by reflecting back questions for students to answer, rather than acting as the source of all information

☐ focus discussion. This means summarizing points of disagreement, specifying where disagreement occurs, and keeping discussion to the point

☐ give <u>all</u> students opportunities to contribute. This will involve discouraging the people who talk too much (possibly including yourself) and providing for those students who talk less - for example, by inviting them to talk about their own experiences, giving them opportunities to express their opinion on specific issues, or leading them through the steps of an argument.

3.3 PROVOKING STUDENTS TO THINK

An essential stage in learning is to use facts and ideas, to explore their implications in different situations. If this thinking about the facts and concepts does not take place then the amount learnt will be very much reduced.

Another reason for stimulating thinking is that the provision of health care is not a blind routine of following procedures. All the time, the health worker (at every level) is considering evidence, applying factual knowledge to new situations, and making decisions.

For all of these reasons it is vital for teachers to provoke the students to think.

You can assess whether you do this by deciding whether you:

- ☐ ask questions that require students to apply knowledge in new situations
- ☐ provide case studies, patient management problems, or simulation exercises for students to work through, either individually or in small groups
- ☐ ask students to apply principles to a context with which they are familiar ("How would you control mosquitos in your village or town?" or "How could people adapt their diet in your village or town so that they increase their intake of protein?")
- ☐ ask students to test advantages and disadvantages of a proposed course of action (e.g., what are the pros and cons of referring an expectant mother to hospital for the delivery of her third child? Details of the mother's weight, nutrition, family circumstance, distance from hospital, quality of health care available in both the hospital and at home, should be provided)
- ☐ pause, wait for questions, respond warmly to questions, enjoy the debate.

You can assess your effectiveness in provoking thought by observing the response of students. Are they eager to ask questions and to take part in exercises and debate? Or do they tend to remain passive, lethargic, uninvolved?

3.4 THE VARIED TEACHING TECHNIQUES

Variety is desirable in its own right. Variety makes learning more interesting. But there are other reasons. It is important to fit the method of teaching to what students need to learn. Further, different methods of teaching are needed to fit different styles of learning.

The overall principle is to involve the students in active participation in a variety of ways.

Do you use the following techniques in your teaching?

- ☐ Role-play - to stimulate thinking, to help students become more sensitive to feelings and to help students practise communication skills
- ☐ Field projects - to allow collection, analysis, and presentation of data
- ☐ Exercises, case studies, and patient management problems - to give practice in applying principles and facts to specific situations
- ☐ Self-learning programmes and textbooks - to stimulate independent learning skills, which will be necessary throughout every health worker's career in his continuing education
- ☐ Use different locations for learning - health centres, the community, patients' homes, laboratories, wards, outpatient departments
- ☐ Allow different students to learn the same competencies in different ways (e.g., some might attend a lecture while others use reference books, tape-slide programmes).

3.5 FIND OUT WHETHER STUDENTS HAVE LEARNT

As one teacher told us "..... my presentation seemed quite clear and useful. I felt enthusiastic and the students seemed to be responding. To use some extra time I had I asked them to discuss in small groups how they would apply the idea in the dispensary. Half an hour later I realized that, as far as the students were concerned, my initial presentation was at best incomplete and at worst a source of confusion. I had to start again, but I am glad I detected this confusion in good time".

The checklist below suggests some of the things that you can do to find out how much your students have learnt.

Do you:

- ☐ stop regularly to invite questions?
- ☐ ask questions regularly and ask everyone in the class to write down the answer?
- ☐ ask questions and provide alternative answers? Then ask the students to select one of the alternatives and indicate their choice by a show of hands or by using different coloured pieces of paper?
- ☐ talk informally wit. students and ask them what they have learnt during a session?
- ☐ set assignments and carefully study the students' work to identify areas of misunderstanding?
- ☐ study examination performances so that areas of difficulty can be explained and so that teaching on future courses can be improved?
- ☐ use tests of practical decision-making and communication skills fairly frequently so that feedback can be obtained and used?

4. PROVIDING RESOURCES

Providing resources is another way of communicating with students and of helping them to learn. A separate chapter is devoted to it so that this aspect of communication is given particular emphasis. Providing resources is very important in teaching health care. It would be impossible to think of an effective training for any aspect of health care that did not involve a substantial element of integration with the health care services. And so the providers of health care become one of the major resources to be used in training programmes.

All teachers have access to some resources. Some have many resources to choose from; others are less fortunate. The concern of this book is not to change the resources that exist, but to help you decide whether you are making the best use of these opportunities. It will depend on identifying the various resources, adapting or selecting from these resources, and then using them to maximum effect. The guiding criterion for use is similar to the criterion for choice of teaching methods: do the resources provide opportunities for learning and practising important competencies?

4.1 SELECTION, PREPARATION, AND ADAPTATION OF RESOURCES

D taught medical assistants in a country where there never seemed to be enough money to purchase materials. Consequently, he had to depend very much on his own initiative. He found from a friend in another college a place where he could obtain posters and slides very cheaply. In spite of the delays in postage and at customs, the materials did arrive eventually. He found that some parts of the materials weren't suitable for his students, but he was able to adapt them by leaving out some parts and changing others.

D also formed a good friendship with the staff of the nearby health centre and was able to arrange for his students to spend some time in the health centre - an arrangement that worked well because when the students got more experience they were able to do some of the work of the health centre and so free the staff to do a bit more teaching. The students were able to join in the work of surveying the local communities' health needs - a job that the health centre staff were meant to do, but to which they had never been able to devote enough time.

D had been able to adapt and use the resources that were available to him. The checklist overleaf gives some questions that will help you find out how well you are making use of the resources available to you.

Do you:

☐ know what resources (people, facilities, equipment) are available? This knowledge comes from talking with colleagues in your institution about the resources they use, contacting the health services locally to find out who would be willing to help, and contacting aid agencies and educational groups to find out whether they have any useful materials.

Do you use such resources as

- people - health workers, community workers, patients, teachers from other institutions, students helping each other?
- materials - hand-outs, journal articles, manuals and library books, lecture notes, films, tape-slide programmes; equipment used in laboratories, clinics; audiovisual equipment?
- facilities - health centres, hospitals, dispensaries, laboratories?

☐ select or adapt resources that are appropriate for the learning objectives?

☐ select or adapt resources that are consistent with the local situation and the students' abilities? (Textbooks from other countries may deal with different kinds of disease or assume different areas of responsibility for a particular category of health worker. Levels of language may be inappropriate, especially when students are reading a language that is not their mother tongue.)

☐ use resources that complement the other aspects of the teaching? (If you use a film to explain a particular idea, you probably will not want to explain the same idea in a lecture.)

☐ use hand-outs and references to pages in manuals to free students from some of the need to write notes - and free the teacher from the need to cover some topics?

☐ use written materials (e.g., hand-outs) where specific information (e.g., the name and dosage of a drug) must be recorded accurately?

4.2 INVOLVING HEALTH SERVICE PERSONNEL IN TEACHING

Health service personnel are often involved in the training of many types of health worker. They can pass on their own immediate experience of providing health care, and they can often arrange for students to obtain direct experiences

of working with patients and working in the field. This is clearly valuable for students since it allows them to see the reality of the service conditions and so provide a guide to what they will need to learn. It is also valuable to the service personnel since the contact with students offers some variety in their routine and may prove to be a stimulus to the service personnel to continue their own education.

However, this potential value may not be fully realized unless the teacher organizes the experiences suitably. The checklist gives some guidance on whether you are doing this.

Do you:

- ☐ involve the health service personnel in planning what learning activities should take place?
- ☐ identify what the students should learn while they work with the health service personnel?
- ☐ explain to both the health service personnel and the students what learning experiences are planned and what should be learnt from them?
- ☐ provide full information to the health service personnel about what the students will already know, and about who the students are?
- ☐ monitor the effectiveness of the experiences with health service personnel and provide feedback to both students and health service personnel?

4.3 ARRANGING ACCESS TO MATERIALS

When you have adapted and selected the materials and resources, they must be made available. In one institution, students on a 12-week course were able to use tape-slide programmes during only one week of the course. In another, the library was open only during the time when almost all the students were in lectures or laboratories or wards. When the library hours were changed so that the library was open when students did not have other scheduled commitments, the library books were used very much more.

When arranging access to resources do you:

- ☐ make sure that the resources are available at a time and place such that students can use them?

- ☐ check that the students are able to use the resources available? (Do they know how to find a particular book in the library or use any audiovisual equipment?)
- ☐ check that the people controlling resources (including wards, libraries, etc.) are available at the time when students may need help?
- ☐ check that students know what resources are available, what they can learn by using them, and how they relate to the rest of the course?
- ☐ check how much each of the resources is actually used - and identify and correct causes of under-utilization?

5. COUNSELLING

If counselling is successful, students will feel comfortable in approaching the teacher for advice about educational and personal matters. The teacher's relationship with them will be one of mutual respect and support. Personal crises associated with the course will be kept to a minimum.

Counselling can be thought of as taking place in three modes. A checklist to help you discover how well you perform each of these parts of the counselling task is given below.

5.1 SHOW THAT YOU CARE: LISTEN AND ATTEMPT TO UNDERSTAND

Do you:

- ☐ set a time and place when you will be available to meet students individually?
- ☐ notice students who appear to have learning difficulties or personal problems that affect their ability to learn?
- ☐ show that you are interested when a student talks to you about his difficulties?
- ☐ help the student to clarify the essential nature of the problem? This may be done by rephrasing the problem, or asking questions such as "Do you mean . . .?"
- ☐ avoid gestures and tones of voice that indicate an aggressive, critical, or harsh response to the problem?
- ☐ avoid seeing the problem from your own point of view in the light of your own values and beliefs?
- ☐ avoid interrupting - allow the student to be silent while he decides what to tell you?
- ☐ when you don't understand some point, explain that you don't understand rather than try to hide your confusion?

5.2 HELP STUDENTS TO IDENTIFY THEIR OPTIONS AND IDENTIFY THEIR OWN DECISIONS

Do you:

- ☐ encourage the student to state what he sees as the alternative ways of coping with the problem?
- ☐ help the student to work out the costs and benefits and the risks of each alternative course of action?
- ☐ help the student to analyse the present status of the problem and to define the outcome of the proposed course of action?
- ☐ avoid taking the decisions for the student?
- ☐ remain patient?

5.3 PROVIDE ADVICE AND INFORMATION TO HELP STUDENTS

Do you:

- ☐ offer options and ideas that the student might not be aware of?
- ☐ refer the student to other people or agencies who might be able to help?

6. ASSESSMENT

The central purpose of assessment is to monitor student learning. This is done in order to guide students' learning, modify teaching methods, or decide whether the student is competent to move on to the next part of the course or to qualify as a health worker.

For some learning objectives, it is harder to decide whether students have reached the required standard than for others. For example, if the objectives are not very precise, they will lead to difficulties in assessment. Other objectives may present difficulties, even though they are precisely stated, simply because they are intrinsically difficult to measure. For instance, it is easier to find out whether the student can list the signs and symptoms of measles than to assess his ability to persuade mothers to bring their children for immunization. Yet, the latter task may be an essential aspect of the health worker's job.

Therefore, teachers may be tempted to assess those things that are easy to measure rather than those things that are important to measure. For example, it would be totally useless to try to assess the students' ability to diagnose diseases common in their country by asking multiple-choice questions that test only their recall of information.

Teachers should appreciate the impact of tests on students' learning; changing the examination system has a much more profound effect on learning than changing the rest of the curriculum.

In general, assessment will be successful if:

- it measures what it is supposed to measure accurately (i.e., possesses high validity)
- it measures precisely (i.e., possesses high reliability)
- it measures in an efficient manner in terms of the cost of its administration and scoring
- it serves the purpose for which it is used, e.g., if it is used to identify learning deficiencies it should provide sufficient information to plan a remedial programme.

The following checklists will help you to assess your own performance in assessing students.

6.1 DESIGN ASSESSMENTS THAT MEASURE HOW MUCH STUDENTS HAVE LEARNT

Do you:

- ☐ decide what the information from the assessment will be used for (e.g., guiding students' learning, improving teaching methods, deciding whether students pass or fail)?
- ☐ decide on the important objectives or competencies that you want to assess before deciding on the assessment methods?
- ☐ use assessment methods that measure the type of skill or competence that you have decided is important? (Writing essays is a poor way of assessing how well students can communicate with patients; observation using a checklist would be better, though it would be more time-consuming.)
- ☐ use methods that minimize subjective judgements by the assessor (e.g., use checklists to guide observations, use multiple-choice questions rather than essays to assess ability to recall facts)?
- ☐ use a variety of methods and people in assessment so that judgements may be based on a broad base of evidence?
- ☐ assess frequently enough to sample adequately the whole range of competencies that are important?

6.2 USE ASSESSMENT TO GUIDE STUDENTS' LEARNING

Examinations and tests influence what students try to learn. The results of examinations and tests can be used to guide students about where they need to put in more effort and where they have reached a satisfactory standard. Hence teachers can use assessment to guide student learning.

In order to achieve this, do you:

- ☐ provide students with detailed information from all assessments? (This may be in the form of written comments, a filled-in checklist, or a detailed analysis of performance on multiple-choice questions. An overall score or impression would be inadequate.)
- ☐ study the students' performance in an assessment to identify areas of common weakness or misunderstanding? (The results of this study must be passed on to the students.)

☐ provide opportunities for students to discuss the feedback with a view to identifying learning activities that will correct the weaknesses?

☐ conduct the assessments sufficiently early in the course and sufficiently frequently to allow students to put right their weaknesses?

6.3 USE THE ASSESSMENT TO GAIN FEEDBACK IN ORDER TO MODIFY TEACHING

The results of examinations and tests have implications for the teacher. If a high proportion of students experience difficulty in a particular area, the teacher may wish to:

- examine the reasons
- provide further teaching in this area
- modify the teaching approach in future courses.

When using assessment to guide your teaching do you:

☐ analyse the performance of students to identify areas of common difficulty or uncertainty or incompetence?

☐ discuss with students why they found the area or skill or competency difficult to learn?

☐ review the way in which you taught each of the areas identified above (with a view to improving the way you teach it next time)?

☐ provide further teaching to overcome any learning difficulties?

☐ use assessment early enough in the course so that there is time for remedial teaching?

6.4 USE THE ASSESSMENT TO DECIDE WHETHER STUDENTS ARE COMPETENT TO PROVIDE HEALTH CARE

Often assessments are used to determine whether students are competent to practise as doctors, nurses, medical assistants. Clearly this decision should be based on comparing the standard of the individual student's performance with some clear criterion of the necessary performance. Yet in practice this is difficult. This is because of the complexity of setting criteria for the whole range of activities in which health care personnel are necessarily involved.

Nevertheless, it is important to identify standards in those tasks that are assessed. The standards should be related to what is acceptable as adequate health care - rather than comparison with the performance of other students.

When deciding whether students should pass or fail:

- ☐ do you attempt to define standards of adequate performance?
- ☐ do you set criteria (standards) for the individual competencies that are assessed?
- ☐ are you confident that students who pass are really competent to provide health care? Are you also sure that the ones who fail are not competent?

6.5 ENCOURAGE STUDENTS TO USE SELF-ASSESSMENT AND PEER ASSESSMENT

There are two main benefits from encouraging students to assess themselves and to assess each other. These are that:

- the self and peer assessments will help learning
- the attitude and skills required in assessing their own performance are essential throughout their career. Self-assessment is the basis for continuing education and the further development of competence.

Do you:

- ☐ encourage students to think about and define the standards that they wish to achieve?
- ☐ ask students to assess their own performance in detail? (This may be after they have completed some field work or work with patients. It may be after completion of a written assignment. The aim is not so much for the students to give an overall rating such as "quite good"; rather it is for them to decide in detail which aspects are good, which aspects need improvement, even how the performance could have been bettered.)
- ☐ provide opportunities for students to assess each other's work?
- ☐ provide support materials (such as guidelines or checklists) that will help the students to carry out assessments of themselves or each other?

7. CONTINUING SELF-EDUCATION

Teachers should constantly upgrade and update their knowledge of the subject they teach, because involvement in personal learning is a necessary condition for being an effective teacher. It is equally important for teachers of health workers to be aware of developments in health services, particularly in areas in which their students will be employed. The preparation of this book reflects our belief that teachers should also continue to develop their skill as teachers.

Use the following checklist to explore what you are doing in your own self-education.

7.1 KNOW THE SUBJECT MATTER THAT IS TAUGHT

Do you:

- ☐ read publications in your area of teaching, including manuals, textbooks and reports?
- ☐ visit other educational institutions to observe how the subject you are concerned with is taught?
- ☐ discuss the subject matter with colleagues who have similar expertise?
- ☐ attend workshops, seminars, and lectures in your subject and related areas?
- ☐ make sure that you know where to find additional information about developments in your subject and the way it is being taught?

7.2 KNOW THE WAY IN WHICH HEALTH CARE IS PROVIDED LOCALLY

Knowing the setting in which students will work and the jobs they will perform enables teachers to help students learn relevant skills. Conditions in the field change constantly, new procedures are adopted and the roles of health workers change. It is important that teachers adapt to these changes.

Do you:

- ☐ visit health facilities in communities where your students will work?
- ☐ review health service organization and management including national health plans and other policies concerning manpower development?

- ☐ observe and discuss current practices and probable developments with health practitioners?
- ☐ modify your teaching to emphasize present conditions and to enable students to practise current procedures?
- ☐ foresee probable future developments in health care and modify your teaching accordingly?

7.3 BE A CONTINUOUS LEARNER YOURSELF

Students often learn more from what the teacher does than from what the teacher tells them they should learn. The teacher's behaviour and attitudes provide an important learning model. To convey to students that learning is a never-ending process, the teacher must be a continuous learner himself.

Do you:

- ☐ acknowledge gaps in your knowledge?
- ☐ set targets for your own professional development?
- ☐ consult others who may contribute to your knowledge?
- ☐ attend continuing education activities?
- ☐ make notes of new ideas and developments you may come across?
- ☐ believe that you can always learn more?

8. FINDING OUT FROM OTHERS

The previous six chapters have been concerned largely with questions that you can ask yourself about your own teaching. This chapter is about seeking advice from others. The first two sections concern general ways of involving students and teaching colleagues. Section 8.3 introduces a method of using recordings to review your teaching.

8.1 FEEDBACK FROM STUDENTS

Since students are the consumers of teaching and it is the quality of their learning that determines your success as a teacher, you may wish to ask for their help in this assessment. In business circles, some say that the customer is always right. In education, this may not always be true. Popular teachers are not necessarily the ones from whom the students learn most, but student opinion taken in perspective is very useful. You should not hesitate to ask for clarification from students if you feel uncertain about what they are telling you or what they seem to prefer.

There are two other reasons for seeking feedback from students. One is that by asking for students' opinions you are demonstrating that listening to the opinions of others is desirable. Hopefully this will encourage the students to be equally responsive to criticism in their careers. The second reason is that the process of seeking advice places some responsibility on students for the quality of their learning experiences.

When seeking student help keep the following suggestions in mind:

- In asking for feedback, be as simple and concrete as possible. If students are going to be able to respond to your questions in a constructive way, they must understand exactly what you want to know and why.

- Choose questions about teaching over which you have personal control, i.e., that you could modify if you wish to (e.g., don't ask a class of 200 students whether small group discussion would be more useful if resources to provide it are not available).

- Do not ask questions if you do not trust the students' judgement (e.g., if you believe they are not qualified to judge your scholarship, don't ask for an opinion).

- Avoid leading questions that suggest the right answer or that project what you expect students to answer.

8.2 FEEDBACK FROM COLLEAGUES

Observations made by colleagues can draw attention to issues that have escaped you. The detail of such observational analysis will depend on the needs and the qualifications of the observers. At the very least, their observations should reveal what you have actually done and how the students seem to have reacted.

In selecting an observer, bear the following suggestions in mind:

- The major consideration is to choose someone you trust, who is capable of viewing and reporting dispassionately what has been observed. It is essential that both you and the observer feel comfortable about discussing openly any weaknesses that might be identified.

- It is also important to seek someone whom you regard as a good trainer and from whom you feel you can learn. Find someone who is willing to devote the necessary time to helping you. One good arrangement is for two teachers to observe each other and to provide reciprocal feedback on a regular basis. The more clearly you define what you are trying to achieve, what you are concerned about, and what type of feedback you would like, the easier it will be for the observer to help you.

8.3 REVIEWING TEACHING ON VIDEO-TAPE

An excellent method (which is available to only a small proportion of teachers) to become aware of how you teach and to identify areas for improvement is to look at yourself on a video-tape recording. A recording can convey to you information that others may be reluctant to provide, as well as enabling you to find out for yourself about your good and bad points. Seeing yourself as others see you may make you uncomfortable but can be most helpful and rewarding.

In reviewing the recording you can stop the replay at points where you made decisions or where some particular aspect of your behaviour appeared to be significant. Many things go through your mind while you teach. The recording permits you to slow down the process and look at important things at your own pace.

It may be useful to invite other teachers or students to join you in reviewing a recording of your teaching.

The technique of video-tape recalling is especially useful in clinical teaching where the teacher is often required to devote attention simultaneously to the patient, to the students, and to other things that happen in the clinic. In looking at the recording, teachers may find, for example, that they talked more than they thought they did, that they did not allow students to ask questions or practise skills, or that they have failed to diagnose students' learning difficulties.

If video-tape facilities are not available in your institution, you may be able to use a simple tape recording instead. While you will not get as much information in this way, the recording can be very useful for reviewing the verbal exchanges in your teaching.

9. EVALUATION INSTRUMENTS

The previous chapter explained in general terms the value of consulting colleagues and students to obtain feedback. This chapter provides ten selected instruments that will make this feedback more specific and purposeful. The instruments include questionnaires and guidelines for interviewing and observing.

You may find that some of the instruments can be used immediately, without any amendment. Because of this they have been printed on separate pages so that you may photocopy them if you have access to this equipment. However, you should also regard the instruments as a source of ideas. Adapt them; rewrite them; develop new instruments according to your needs and your interests.

The instruments are arranged in an approximate order, ranging from an overall view of the course as a whole to more specific instruments that deal only with one aspect of a session. Obviously, only a small sample of all the possible instruments can be included here - so omission of an instrument for assessing some aspect of a course does not imply that this aspect is unimportant.

INSTRUMENT NO. 1: COURSE EVALUATION QUESTIONNAIRE (Page 48)

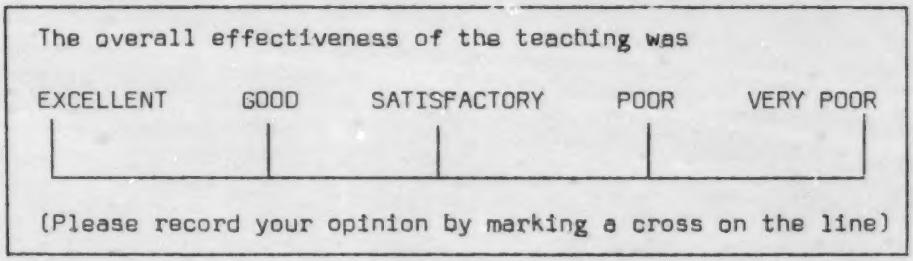
This questionnaire to be filled in by students can be used as a review of the course as a whole, or some part of it. It combines closed questions, where students are asked to tick the appropriate space, with open questions, where students provide comments. This allows both a quick method of recording the opinions of the class as a whole and creative suggestions for ways in which improvements can be made.

INSTRUMENT NO. 2: TEACHING SKILLS QUESTIONNAIRE (Page 50)

For students or colleagues - or yourself (when viewing a video-tape or listening to a tape recording).

This questionnaire provides a way of checking whether specific components of a teaching technique are well done. It can be used after just one session, or after a series of sessions. It should, of course, be completed only for sessions taught by the same teacher.

You may wish to change the specific components. You may also wish to add at the bottom an overall question such as:



INSTRUMENT NO. 3: STUDENT FEEDBACK ON COMMUNICATION (Page 51)

This instrument is included to emphasize that much valuable help can be obtained by talking with students. By discussing these issues openly with students, greater appreciation of the nature of both students' and teachers' problems may be obtained.

INSTRUMENT NO. 4: CLARITY OF THE COURSE PLAN (Page 52)

This questionnaire is included to reinforce the idea that students should be aware of the overall plan of a course or series of teaching sessions. This questionnaire enables you to find out whether the plan was clear to the students and their initial reaction to it. This may lead you to explain some aspects of the plan again or possibly change the plan in some respects.

INSTRUMENT NO. 5: ANALYSING USE OF QUESTIONS (Page 53)

This instrument is of a quite different nature since it concentrates solely on one small (but very important) skill - asking questions.

This instrument should normally be used during small group teaching (which may take place in a ward or health centre). An observer (who will usually be a colleague, but may be a student) should sit outside the group and just record what happens.

In order to make the record, the observer should:

1. note the teacher's first question in the left-hand column;

2. decide whether the kind of answer implied by the question would be broad or narrow. A narrow answer would be "yes" or "no" or a fact, e.g., the name of a drug, disease, or bone. A broad answer would involve discussion, statement of opinion;

3. decide whether the question required the student to remember something that had already been learnt (recall) or work out a solution to a new problem or speculate on the consequence of some action (thought);

4. decide whether the question is clearly or ambiguously expressed;

5. decide whether the manner of asking the question was "threatening", "neutral" or "encouraging" to the learner.

Completing this may take some time so it will be impossible to do the analysis for every question. Instead, take the first question after completing one line of the form. The essence is that the questions in the session must be sampled.

INSTRUMENT NO. 6: FOCUS ON STUDENT BEHAVIOUR (Page 54)

This instrument should also be completed by an observer, who may be either a colleague or a student.

This instrument is included as an example of one way of observing what the students do, rather than what the teacher does.

It should be completed at the end of a session, when the observer makes an estimate of what was "typically" happening during the session. He should then note down the proportion or percentage who were usually attentive (for example), usually not attentive and so on. This rather imprecise process can be made a little sharper by repeating the observation every 15 minutes and recording what was happening at the specific time.

The aim is not to make precisely reproducible observations. Rather it is to give an indication to the teacher of the students' state.

INSTRUMENT NO. 7: FEEDBACK ON FIELD ATTACHMENT (Page 55)

This instrument can be used to promote contact between teachers and health service personnel in the field. It may be modified quite simply to suit alternative situations where the teacher is working with other personnel.

INSTRUMENT NO. 8: FEEDBACK ON HAND-OUTS AND READING MATERIAL (Page 56)

This questionnaire can be used to provide a framework for your colleagues to comment on written resource material. It can easily be adapted or extended to be used for other teaching materials.

INSTRUMENT NO. 9: REVIEWING TEACHER COUNSELLING (Page 57)

Teachers may see themselves in one way; students may see them rather differently. This checklist allows students to express their view of the teacher. It is of course the students' view, rather than the teacher's that is crucial to the success of counselling.

INSTRUMENT NO. 10: FEEDBACK FROM OTHERS (Page 58)

Feedback from others encourages you to reflect on all the information that you have received from the various sources. It provides a framework for determining your own priorities.

INSTRUMENT NO. 1

COURSE EVALUATION QUESTIONNAIRE

Please tick the appropriate space

	Less than I wanted	About right for me	More than I needed or could cope with	Not applicable	Comments
1. The amount of preparation/ reading (prior to each class) expected of me was:					
2. The overall workload (assignments) was:					
3. The amount of practical experience in proportion to the theory taught was:					
4. The intellectual effort needed to complete the work was:					
5. The amount of material covered was:					
6. The information I received on what was expected of me was:					
7. The amount of feedback I received on my personal progress throughout the course was:					

8. List the major strengths of this course (in terms of what was most helpful to your learning).

_____

_____

_____

9. List the main weaknesses of this course (in terms of what was least helpful to your learning).

_____

_____

INSTRUMENT NO. 1 continued

10. Describe the major strengths of the chief instructor in this course (in terms of what was most helpful to your learning).

_____

_____

_____

11. Describe the main weaknesses of the chief instructor in this course (in terms of what was least helpful to your learning).

_____

_____

_____

12. Was the teaching style used by the instructor(s) suited to the subject matter and the method(s) employed? Please elaborate.

_____

_____

_____

13. Other comments:

_____

_____

_____

14. If this course was an elective one, what was your main reason for choosing it?

_____

_____

_____

15. What advice would you give to a friend intending to enrol in this course next year?

_____

_____

INSTRUMENT NO. 2

TEACHING SKILLS QUESTIONNAIRE

Please tick the appropriate space

During the session/course the teacher was able to:

		Very skilfully	Satisfactorily	Poorly	Not observed in this course	Comments
1.	explain clearly					
2.	simplify complex issues					
3.	summarize issues before moving on					
4.	provide examples					
5.	demonstrate/illustrate					
6.	pose thought-provoking questions					
7.	arouse interest/curiosity					
8.	inspire and motivate					
9.	encourage participation					
10.	encourage students to share ideas and experiences					
11.	lead a discussion					
12.	relate issues to the real world					
13.	provide stimulating materials					
14.	provide relevant materials					
15.	adapt teaching and language to level of students' ability					
16.	detect confusion and misconception					
17.	detect when students were bored					
18.	distinguish between central and peripheral issues					
19.	listen to students sympathetically					

INSTRUMENT NO. 3

STUDENT FEEDBACK ON COMMUNICATION

To obtain detailed information about the quality of communication, you could interview a randomly selected group of students (say, 6-8 students).

The kind of questions you could raise with them include:

- Was the material interesting?
- Were the presentations clear?
- Did the teacher react appropriately to signs of confusion?
- Could the students follow the courses with a reasonable amount of effort?
- Did the students have opportunities to discuss; to seek clarification; to ask questions; to raise issues; to provide feedback?
- Were the discussions among students useful? Did the teacher facilitate the discussions when needed?

INSTRUMENT NO. 4

CLARITY OF THE COURSE PLAN

To be completed by students after reading the course outline

A - I understand very well

B - I understand with few exceptions

C - I am somewhat confused

D - I can't make any sense out of this

E - Not applicable to this plan

Please circle the appropriate response

What I am expected to achieve in this class	A B C D E
What assignments I am required to complete	A B C D E
What resources are available to me	A B C D E
How my achievements will be assessed	A B C D E
Other important organization procedures (e.g., timetable, locations)	A B C D E

Specify:

_____

_____

_____

My overall reaction to the directions and procedures proposed for this course is:

A	B	C	D	E
Very enthusiastic	Positive	Not sure	Somewhat negative	Very negative

Comments (your comments are especially important if your feeling about this course is not positive)

_____

_____

_____

INSTRUMENT NO. 5

ANALYSING USE OF QUESTIONS

To be completed by an observer during a teaching session

Questions	Narrow	Broad	Recall	Thought	Confused	Clear	Threatening	Neutral	Encouraging	Comments
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

1. Note question briefly in first column. 2. Put a tick in appropriate columns.

3. Record in the last column any general comment on the question asked.

INSTRUMENT NO. 6

FOCUS ON STUDENT BEHAVIOUR

To be observed by a nominated student or a colleague

Please indicate the proportion of students who fit each of the categories below and add comments in the space provided.

1. Understanding the aim of the session

Understand	Puzzled	Indifferent

2. Enthusiasm to participate in the learning activities

Motivated	Bored	Indifferent

3. Attention in class

Attentive	Not attentive	Not observable

4. Satisfaction with answers to the question

Satisfied	Not satisfied	Not applicable

5. Reaction to each other's contribution to discussion

Welcome	Bored	Indifferent

6. Freedom to ask questions

Free	Discouraged	Not observable

Other comments:

INSTRUMENT NO. 7

FEEDBACK ON FIELD ATTACHMENT

To be completed by supervisors of students in attachment for field/practical learning

Please tick the appropriate response

	Agree	Uncertain	Disagree	Not applicable
I had a chance to discuss with the course coordinator my role as a supervisor.				
I find the trainee well prepared for the attachment (background information and expectations).				
I believe that the trainee had a chance to observe our typical work situation (cases, problems).				
I think that the trainee understands better the opportunities and constraints involved in our work.				
I think that the trainee made the optimal use of the opportunities for learning we offered him.				
I think that the trainee has made satisfactory progress and accomplished the aims of the attachment.				

Comments:

If you disagree with any of the statements made above, please offer your reasons. Also, if you think that some aspects of the attachment were especially useful, we would like to know about them (use an extra page if there is not enough space below).

Would you recommend continuation of this scheme? YES/NO/NOT SURE

Are you willing to help us again next year? YES/NO/NOT SURE

INSTRUMENT NO. 8

FEEDBACK ON HAND-OUTS AND READING MATERIAL

To be completed by colleagues after review of materials

A - Agree

B - Agree with few reservations

C - I don't think so

D - I am not sure (not sufficient information)

E - Not applicable to this material

Please circle the appropriate response

Which purposes do you think this material serves?

To indicate what students are expected to learn	A	B	C	D	E
To help learn new vocabulary	A	B	C	D	E
To provide information not included in the teacher's presentation	A	B	C	D	E
To provide a guide or structure to the lecture	A	B	C	D	E
To assist (e.g., economize) note-taking by students	A	B	C	D	E
To summarize content discussed in lecture	A	B	C	D	E
To provide guidelines for preparation of assignments or examinations	A	B	C	D	E
To provide stimulation for further reading and thinking about the topic	A	B	C	D	E

Comments:

_____

_____

_____

_____

INSTRUMENT NO. 9

REVIEWING TEACHER COUNSELLING

To be completed by students

SD - Strongly disagree

D - Disagree

U - Uncertain

A - Agree

SA - Strongly agree

Please circle the appropriate response

This teacher . . .

- sees students individually when they request an opportunity to discuss personal matters	SD	D	U	A	SA
- is sensitive to students' feelings about the course	SD	D	U	A	SA
- helps students to identify their problems and to find resources for solving them	SD	D	U	A	SA
- views students as individuals	SD	D	U	A	SA
- becomes acquainted with students	SD	D	U	A	SA
- is ready to help where possible	SD	D	U	A	SA
- limits his/her contact with students to class sessions	SD	D	U	A	SA
- answers questions without making the students feel they are bothering him/her	SD	D	U	A	SA
- is fair and discreet in dealing with students	SD	D	U	A	SA
- encourages students to make their own decisions	SD	D	U	A	SA
- is biased and intolerant to different values	SD	D	U	A	SA
- humiliates or embarrasses students who disagree with him/her	SD	D	U	A	SA

INSTRUMENT NO. 10

FEEDBACK FROM OTHERS

Having considered the variety of methods to obtain feedback, you may wish to attempt to recall feedback you have received in the past from your colleagues, students and others. Please note critical comments as well as compliments made about your performance. Are the comments consistent? What do they tell you about yourself as a teacher?

Note the feedback that you have received

e.g., I have been told that I often seem impatient when supervising students who take medical history from patients.

What kinds of things do people tell me I do very well?

What weak points were identified by others?

Which comments are consistent with my perceptions?

RECOMMENDED READING

The following books and periodicals are useful references about teaching and learning in health care.

Abbatt, F. R. (1980) Teaching for better learning (available, on request, from Division of Health Manpower Development, World Health Organization, 1211 Geneva 27)

An excellent guide for teachers of primary health care staff. The book addresses the following issues: (a) what should your students learn, (b) how you can help your students learn, (c) finding out whether your students have learnt and (d) preparing teaching materials.

Cox, K. R. & Ewan, C. E., ed. (1982) The medical teacher. Edinburgh, Churchill Livingstone

A practical guide for medical teachers in all aspects of teaching and assessment. This book provides suggestions on how to do various things in medical education with useful examples and references.

Ford, C. W. & Morgan, M. K., ed. (1976) Teaching in the health profession. St Louis, Mosby

This book contains useful papers on all aspects of planning, conducting and assessing educational programmes.

Guilbert, J. J. (1981) Educational handbook for health personnel, revised edition. Geneva, World Health Organization (WHO Offset Publication No. 35)

This is a very popular book, which covers all aspects of educational planning. The book includes a practical guide to planning educational objectives, teaching and learning activities, evaluation and assessment.

Kemp, J. E. (1971) Instructional design. Belmont, CA, Lear Siegler

A simple and practical guide to planning instructional units and to developing courses.

McKeachie, W. J. (1965) Teaching tips, 6th ed., Lexington, MA, Heath & Comp.

A classic on teaching with many good ideas for beginners and experienced teachers. The book includes chapters on lectures, discussion groups, laboratory teaching, audiovisual techniques, and many other issues of concern to teachers.

Segall, A. J. et al. (1975) Systematic course design for the health fields. New York, Wiley

This book is intended as a basic text for courses on curriculum design in the health fields and as a guide to course design by teachers. The book contains guidelines for each step, discussion of problems in implementation, and suggestions concerning methods to facilitate the application of this model.

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The uneven quality of the education offered to many health workers is a serious obstacle to the attainment of an acceptable level of health in most countries, but the authors contend that it is not insurmountable. Any teacher should be able to improve his or her performance by applying well defined techniques of self-assessment and being willing to learn and adapt to new ideas.

Planning, communicating, providing resources, counselling, assessment, and continuing, self-education are essential functions for any teacher. Separate chapters discuss each of these six functions in detail in relation to the teaching of health subjects. Checklists are provided in each chapter so that teachers can tell how effectively they are helping their students to learn. The last chapter provides a number of evaluation instruments by which teachers may obtain feedback on their professional performance from their teaching colleagues or from their students.

This book is not about educational theory but about the everyday practice of teaching. It has been written specifically for teachers of health workers by two experienced teachers of teachers. Its basic concepts, however, and the techniques it describes are applicable with a little modification to teachers in all branches of learning. The book is based on a draft that was tested and commented upon by teachers in a variety of countries and cultural settings, and the needs of developing countries have guided both the content and the form of presentation.